


Rule 15 Implementation Guide


Overview


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Rule 15 Overview


- Section 002 – Definitions
- Section 003 – Identification of Students with Limited English Proficiency (LEP)
- Section 004 – Language Instruction Educational Programs
- Section 005 – Staffing
- Section 006 – Assessment and Accommodations for LEP Students
- Section 007 – Exit Requirements
- Section 008 – LEP Program Review


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Rule 15 Implementation Guide

- Developed by a writing team
 - Large and small schools
 - Geographic representation
- To be presented to the State Board of Education at their May meeting
- Administrator Days presentation


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Guide Format

- Quality Indicator
- Scenarios
- What Rule 15 says
- Recommendations for Implementation
- Checklist
- Frequently Asked Questions
- Tools/Templates (appendix)



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Scenario – Identification

Vladimir and his family come to the school to enroll him in the 9th grade. Vladimir attended another Nebraska school district for the first semester. Vladimir's mother shares with the counselor that he received ELL services at his last school. The counselor does not administer the Home Language Survey or a language proficiency assessment but acknowledges that he is eligible for ELL services. The counselor then requests ELL records from the previous Nebraska district.



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Checklist - Staff

	Indicator of Section 005 Implementation	Process In Place	Notes
	Identify the teacher(s) responsible for implementing the language instruction educational program		
2.	Review the qualifications for teacher(s) responsible for implementing the LEP		
3.	Verify teacher certification		
4.	For ESL teachers without endorsements, provide and document professional development on the defined program model		
5.	For teachers in the core curriculum classroom who are providing the English-language instruction, plan and provide professional development for language and academic needs. Document professional development		
6.	Identify the certified teacher who supervises the teacher aide. Define the teacher aide role, identify teacher aide assignments, and provide training		



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FAQ – Exiting Requirements

- Can a district establish exit policy that requires LEP students to score proficient on the annual English-language proficiency assessment and meet the standard on the state content assessment?

– *No. A district may not require all LEP students meet both of the criteria in order to exit as part of the district's exit policy.*



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Appendices

- Appendix A – Common Terms and Acronyms
- Appendix B – Tools and Templates
- Appendix C – NDE Resources
- Appendix D – Implementation Checklists
- Appendix E – Rule 15



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Appendix B – Tools and Templates

- Home Language Survey
- Flow chart for identifying students new to the district
- Indicators of quality language instruction educational programs
- Sample professional development topics
- Sample process for considering exiting students with verified disabilities
- Sample process for monitoring former LEP students
- LEP Program Review - Template



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